Oregon Science Standards

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| **Content Standard Code** | **Content Standard** | **Diverging Identical Twins** | **Baby Epigenome** | **Dutch Hunger Winter Story** | **Life Choices** |
| 6.1L.1 | Compare and contrast the types and components of cells. Describe the functions and relative complexity of cells, tissues, organs, and organ systems. | **x** |  |  |  |
| 6.2L.1 | Describe the relationships and interactions between and among cells, tissues, organs, and organ systems. | **x** | **x** |  |  |
| 6.2L.2 | Explain how individual organisms and populations in an ecosystem interact and how changes in populations are related to resources. | **x** |  | **x** |  |
| 6.3S.2 | Organize and display relevant data, construct an evidence-based explanation of the results of an investigation, and communicate the conclusions. |  | **x** |  |  |
| 6.3S.3 | Explain why if more than one variable changes at the same time in an investigation, the outcome of the investigation may not be clearly attributable to any one variable. | **x** |  |  |  |
| 7.1L.1 | Compare and contrast sexual and asexual reproduction. Explain why reproduction is essential to the continuation of every species. |  | **x** |  |  |
| 7.1L.2 | Distinguish between inherited and learned traits, explain how inherited traits are passed from generation to generation, and describe the relationships among phenotype, genotype, chromosomes, and genes. | **x** | **x** | **x** |  |
| 7.2E.2 | Describe the composition of Earth’s atmosphere, how it has changed over time, and implications for the future. |  | **x** |  |  |
| **Content Standard Code** | **Content Standard** | **Diverging Identical Twins** | **Baby Epigenome** | **Dutch Hunger Winter Story** | **Life Choices** |
| 7.3S.2 | Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of an investigation, and communicate the conclusions including possible sources of error. |  | **x** |  |  |
| 8.3S.2 | Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results. |  | **x** |  |  |
| 8.3S.3 | Explain how scientific explanations and theories evolve as new information becomes available. | **x** |  |  | **x** |

Next Generation Science Standards

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| **Standard Code** | **Students Who Develop Understanding Can** | **Diverging Identical Twins** | **Baby Epigenome** | **Dutch Hunger Winter Story** | **Life Choices** | **Cell Differentiation** | **What is Your Epigenetic IQ?** |
| MS-LS1-3 | Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells | **x** |  |  |  | **x** |  |
| MS-LS1-4 | Use argument based on empirical evidence and scientific reasoning to support an explanation of how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively |  | **x** | **x** |  |  |  |
| MS-LS1-5 | Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms | **x** | **x** | **x** | **x** | **x** | **x** |
| MS-LS3-1 | Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism | **x** | **x** | **x** | **x** | **x** | **x** |
| MS-LS4-5 | Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms |  | **x** |  |  |  |  |
| MS-LS1-7 | Develop a model to describe how food is rearranged through chemimcal reactions forming new molecules that support growth and/or release energy as this matter moves through an organism |  | **x** | **x** | **x** |  |  |
| **Standard Code** | **Students Who Develop Understanding Can** | **Diverging Identical Twins** | **Baby Epigenome** | **Dutch Hunger Winter Story** | **Life Choices** | **Cell Differentiation** | **What is Your Epigenetic IQ?** |
| MS-LS2-1 | Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem |  | **x** | **x** |  |  |  |
| MS-LS2-4 | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations |  | **x** | **x** |  |  |  |

Oregon Health Education Standards

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| **Standard Code** | **Benchmark Standard** | **Diverging Identical Twins** | **Baby Epigenome** | **Dutch Hunger Winter Story** | **Life Choices** | **What is Your Epigenetic IQ?** |
| HE.08.HE.01 | Explain the importance of variety and moderation in food selection and consumption. | **x** | **x** | **x** | **x** | **x** |
| HE.08.VS.01 | Explain how violence, aggression, bullying and harassment affect health and safety. | **x** | **x** | **x** | **x** |  |

Oregon English Language Arts Standards

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| **Standard Code** | **Standard** | **Diverging Identical Twins** | **Baby Epigenome** | **Dutch Hunger Winter Story** | **Life Choices** | **Cell Differentiation** | **What is Your Epigenetic IQ?** |
| EL.08.RE.01 | Read or demonstrate progress toward reading at an independent and instructional reading level appropriate to grade level. |  | **x** | **x** |  |  |  |
| EL.08.RE.02 | Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. |  | **x** | **x** |  |  |  |
| EL.08.RE.04 | Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas. |  |  | **x** |  |  |  |
| EL.08.RE.06 | Understand and draw upon a variety of comprehension strategies as needed--re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. |  |  |  | **x** |  |  |
| EL.08.RE.07 | Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct. |  | **X** | **X** | **x** |  |  |
| EL.08.RE.08 | Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas. | **x** | **x** | **x** |  |  |  |
| EL.08.RE.09 | Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud across the subject areas. | **x** | **x** | **x** | **x** | **x** | **x** |
| EL.08.RE.10 | Determine meanings of words using contextual and structural clues. | **x** | **x** | **x** | **x** | **x** | **x** |
| EL.08.RE.11 | Analyze idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases. | **x** | **x** | **x** | **x** | **x** | **x** |
| EL.08.RE.12 | Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definition, restatement, example, comparison, or contrast. | **x** | **x** | **x** | **x** | **x** | **x** |
| EL.08.RE.14 | Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents. |  | **x** | **x** | **x** |  |  |
| EL.08.RE.15 | Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions. |  | **x** | **x** |  |  |  |
| EL.08.RE.17 | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. |  | **x** | **x** |  |  |  |
| EL.08.RE.18 | Clarify understanding of informational texts by creating detailed outlines, graphic organizers, diagrams, logical notes, or summaries. |  | **x** | **x** |  |  |  |
| EL.08.RE.19 | Predict probable future outcomes supported by the text. |  |  | **x** |  |  |  |
| EL.08.RE.23 | Note and analyze instances of unsupported inferences, deceptive reasoning, persuasion, and propaganda in text. |  | **x** | **x** |  |  |  |
| EL.08.RE.24 | Compare and contrast information on the same topic after reading several passages or articles. | **x** | **x** | **x** | **x** | **x** | **x** |
| EL.08.RE.27 | Synthesize and use information from a variety of consumer and public documents to explain a situation or decision and to solve a problem. |  |  | **x** |  |  |  |
| EL.08.WR.01 | Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes. |  | **x** | **x** |  |  |  |
| EL.08.WR.04 | Choose the form of writing that best suits the intended purpose--personal letter, letter to the editor, review, poem, report, or narrative. |  | **x** | **x** |  |  |  |
| EL.08.WR.05 | Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions. |  | **x** | **x** |  |  |  |
| EL.08.WR.06 | Focus on a central idea, excluding loosely related, extraneous, and repetitious information. |  | **x** | **x** |  |  |  |
| EL.08.WR.10 | Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion. |  | **x** | **x** |  |  |  |
| EL.08.WR.11 | Support theses or conclusions with quotations, opinions from experts, paraphrases, analogies, and/or similar devices. |  | **x** | **x** |  |  |  |
| EL.08.WR.13 | Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons. |  | **x** | **x** |  |  |  |
| EL.08.WR.17 | Use correct spelling conventions. | **x** | **x** | **x** | **x** |  |  |
| EL.08.WR.18 | Use consistent verb tenses. | **x** | **x** | **x** | **x** |  |  |
| EL.08.WR.19 | Correctly use frequently misused words (among, between; fewer, less; bring, take; and good, well). | **x** | **x** | **x** | **x** |  |  |
| EL.08.WR.20 | Demonstrate appropriate English usage. | **x** | **x** | **x** | **x** | **x** |  |
| EL.08.WR.21 | Use conventions of punctuation correctly, including commas, hyphens, dashes, and semi-colons. | **x** | **x** | **x** | **x** |  |  |
| EL.08.WR.22 | Use correct capitalization. | **x** | **x** | **x** | **x** |  |  |
| EL.08.WR.23 | Write legibly. | **x** | **x** | **x** | **x** |  |  |
|  | Fictional Narrative |  | **x** | **x** |  |  |  |
|  | Persuasive |  | **x** | **x** |  |  |  |
| EL.08.WR.24 | Write biographical or autobiographical narratives or short stories:  Relate a clear, coherent incident, event, or situation by using well-chosen details. Reveal the significance of, or the writer's attitude about, the subject. Use narrative and descriptive strategies, including relevant dialogue, specific action, physical description, background description, and comparison or contrast of characters. |  | **x** | **x** |  |  |  |
| EL.08.WR.27 | Write persuasive compositions:  Include a well-defined thesis that makes a clear and knowledgeable judgment or appeal.  Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinions. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counter-arguments. |  | **x** | **x** |  |  |  |

Oregon Mathematics Standards

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| **Content Standard Code** | **Content Standard** | **Baby Epigenome** |
| 6.2.3 | Understand the meaning of probability and represent probabilities as ratios, decimals, and percents. | **x** |
| 6.2.4 | Determine simple probabilities, both experimental and theoretical. | **x** |

Oregon Educational Technology Standards

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| **Content Standard** | **Students** | **Diverging Identical Twins** | **Baby Epigenome** | **Dutch Hunger Winter Story** | **Life Choices** |
| Students demonstrate creative thinking and problem solving skills to develop innovative products and processes using (digital) technology | Apply existing knowledge to forecast possibilities and generate new ideas, products or processes | **x** |  |  | **x** |
| Students select and apply digital tools to gather, evaluate, validate, and use information | Analyze, evaluate, and summarize information or data and report results |  | **x** | **x** |  |

Oregon Arts Standards

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| **Standard Code** | **Benchmark Standard** | **Diverging Identical Twins** | **Baby Epigenome** |
| AR.08.CP.03 | Create, present and/or perform a work of art by controlling essential elements and organizational principles to express an intended idea, mood or feeling. | **x** |  |
| AR.08.HC.04 | Explain how the arts serve a variety of purposes, needs and values in different communities and cultures. |  | **x** |

Oregon Social Sciences Standards

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| **Content Standard Code** | **Content Standard** | **Diverging Identical Twins** | **Dutch Hunger Winter Story** |
| 8.1 | Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time. | **x** | **x** |
| 8.8 | Evaluate information from a variety of sources and perspectives |  | **x** |
| 8.13 | Explain how current and historical technological developments, societal decisions, and personal practices influence sustainability in the United States. | **x** | **x** |
| 8.24 | Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period. |  | **x** |
| 8.27 | Examine the various characteristics, causes, and effects of an event, issue, or problem. | **x** | **x** |

Oregon Physical Education Standards

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| **Standard Code** | **Benchmark Standard** | **Life Choices** |
| PE.08.EE.04 | Describe and apply principles of training, conditioning, and practice for specific physical activities. | **X** |
| PE.08.FL.01 | Develop personal activity goals and describe benefits that result from regular participation in physical education. | **X** |
| PE.08.FL.02 | Analyze and categorize physical activities according to potential fitness benefits. | **X** |
| PE.08.FL.03 | Correctly interpret results of physical fitness assessments and use them to develop a written fitness program. | **X** |